

Broadland High School

Inspection report

Unique Reference Number	121159
Local Authority	Norfolk
Inspection number	380179
Inspection dates	2–3 November 2011
Reporting inspector	Ian Seath HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	698
Appropriate authority	The governing body
Chair	Tony Howard
Headteacher	Carol Dallas
Date of previous school inspection	24 June 2009
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Age group	11–16
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Inspectors visited 44 lessons and saw 32 teachers. Meetings were held with teachers, senior staff, governors, pupils, and a representative of the local authority. Inspectors observed the school's work, and scrutinised records of the school's improvement processes, governors' documentation, and students' work. Inspectors were pleased to receive and analyse 172 completed questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively the school is tackling differences between the achievement of boys and girls, and whether the gap is narrowing.
- Whether learning and progress seen in class has improved.
- The effectiveness with which accurate assessment is used to drive up standards.
- How effectively critical self-evaluation is used, at all levels, to drive improvement.

Information about the school

The school is smaller than most secondary schools. Relatively few pupils are known to be eligible for free school meals, or are of ethnic minority heritage. The proportion of students with special educational needs and/or disabilities is lower than the national average. The school has the Artsmark award and Healthy Schools status. It has specialist status for Information and Communication Technology (ICT) and mathematics.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**2****The school's capacity for sustained improvement****2**

Main findings

This is a good school that is improving. Leaders are relatively new in post and have successfully embedded a momentum of improvement that is showing both in achievement and standards. The school has rightly prioritised the improvement of teaching and learning together with accurate and well-developed self-assessment and improvement processes. The school is demonstrating a good capacity for sustained improvement and the governing body supports the school well.

Students enter the school with standards that are above average, make good progress, and leave with attainment that is even more above average and improving. Improvements in progress are accelerating, particularly in mathematics and science. Boys and girls make similar progress, and those with special educational needs and/or disabilities achieve as well as their peers because they are accurately assessed and supported well. Students are invariably keen to learn and behaviour is good.

Teaching is solidly good with nothing that is inadequate. However the proportion of classes where teaching is outstanding is relatively low. Assessment of progress is increasingly well-developed and embedded through the school, but it is not always used effectively in class to ensure that what is taught challenges students of all abilities. Opportunities within the curriculum to develop literacy, numeracy and the use of computers for learning are not exploited well in subjects other than mathematics, English and Information and Communication Technology (ICT).

The school has good systems to improve itself. Target setting is challenging, and progress towards targets is monitored well. The school's monitoring of its own lessons is accurate and has led to improvement. However it places insufficient emphasis on what students learn rather than what teachers teach. The school has many areas of expertise which it has identified, but this expertise is not disseminated in a systematic way between subject areas.

What does the school need to do to improve further?

- By September 2012, increase the proportion of outstanding lessons to at least 30% by:
 - systematically identifying and sharing the best teaching and learning practice across subjects
 - ensuring that the system for observing lessons effectively monitors

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learning and standards in class.

- By September 2012, ensure that opportunities to develop skills of literacy, numeracy and the use of computers are fully exploited in subjects other than mathematics and English and ICT by:
 - setting suitable targets for their implementation
 - monitoring progress towards them through observing lessons.

Outcomes for individuals and groups of pupils

2

As they move through the school students make good progress that is accelerating in some subjects. These improvements are marked in science and mathematics in all year groups. GCSE results improved in 2011, with indications of accelerating improvement in 2012. Results in sciences and mathematics were very strong in 2011, reflecting the considerable development of these areas and the school's specialist status in mathematics. The proportion of students attaining the higher GCSE grades A* and A is well above national average. The performance of different groups is similar, and the gap between the achievement of boys and girls is closing year-on-year, currently being less than that seen nationally.

In class, students generally demonstrate good learning skills so make good progress when planning allows it. They are very willing to make good contributions to their own learning and have generally good skills of communication and independent learning. In some classes students get frustrated because they are not able to exercise these skills. Behaviour is good both in class and around the school. Students are pleasant, polite and helpful. Attendance and punctuality are good and robust strategies by the school have ensured an improving trend. Persistent absence is very low. The school has no permanent exclusions. In 2011, all of the school's students succeeded in going into education, training or employment on leaving.

Students say they feel safe in school due to the excellent relationships with teachers and knowing that any issues will be addressed effectively and quickly. There is a wide range of extra-curricular sporting activities and good coverage of health issues in the curriculum, so that students understand how to make healthy lifestyle choices. There are also many opportunities to contribute to school life and to take on responsibility; students take up these opportunities with great enthusiasm because they are proud of their school community. Students are active fund-raisers and have done much to raise the profile of the school in the community, including putting on a pantomime for older people. Opportunities to experience cultural diversity, for example through visits and whole-school curriculum days, enrich students' understanding where they may not have otherwise experienced it first hand. In formtime students are able to relate personal values to ethical issues contributing significantly to their good spiritual, moral, social and cultural development.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Inspectors observed solidly good teaching, though with relatively little that was outstanding. The school has eradicated inadequate teaching. Classes are well-planned although in a small minority insufficient opportunities exist for students to exercise their well-developed skills of independent learning. In these classes, students are taught to the level they are at rather than being challenged. Teachers' subject knowledge is good. The use of assessment to judge progress is generally good having been introduced relatively recently. Assessments are accurate, though inconsistent in the extent to which they are used to structure lessons to stretch all abilities. Opportunities to develop literacy and numeracy skills in subjects other than English and mathematics are rarely taken. Relations in class are very good. Students trust teachers and respond well to the expectations that they are set. They apply themselves well in class and are keen to participate and help their peers.

Most students experience a broad provision at Key Stage 4 with GCSE options choices. It provides a good grounding for those who wish to progress onto GCE 'A' level provision. The curriculum meets statutory requirements and extra-curricular provision is both extensive and enjoyed by the many students that participate. The cross-curricular provision of the key skills of literacy, numeracy and the use of computers as learning aids other than in English, mathematics and ICT classes is not well-developed.

The school works effectively with a number of agencies to support students' personal and well-being needs. For example work with the Douglas Bader Short Stay School ensures effective support for some students. Vulnerable students achieve in line with

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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their peers because the support and targeted intervention that they receive is very effective. Students speak highly of the support they receive, and the school can point to striking examples of students who have overcome significant barriers to learning. Students make informed choices about their next steps because the guidance given to them is extensive. Transition arrangements for those entering the school or leaving to further education are good. Students feel welcomed and secure when they arrive.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders at the school are relatively new in post. Together with the headteacher they have given the school a clear direction and impetus for improvement. Although achievement dipped in 2010 there are clear indications that improvement is well underway and that attainment and progress are rising increasingly quickly. The school has rightly prioritised the improvement of teaching and learning. Much professional development has yielded improved tracking and assessment systems. Useful information is now used well to gauge progress and structure the curriculum. The school's overall self-evaluation is largely accurate and, together with sensible improvement plans, forms a good basis for school improvement. Departmental self-evaluation and improvement plans are excellent and have led to recent marked improvements, notably in mathematics and science. The school's specialisms of ICT and mathematics have led to significant improvements in these areas. In addition, the profile and use of computers as learning aids is improving. The school supports other institutions in ICT and offers classes in mathematics and the use of computers to the local community.

The school is sufficiently self-critical. Its evaluation of teaching is accurate and it recognises where improvements are needed. However the system used to evaluate lessons places too much emphasis on teaching and not enough on what students are learning, and whether this learning is challenging them all. Much good practice was observed by inspectors in class. However the school has no systematic way to identify and share such good practice so that, for example, good checking of learning in science can be disseminated to other subject areas.

The monitoring of progress towards challenging targets is good, however governors recognise the need for training so that their challenge to the school's performance data can be better informed. Governors bring a good range of skills and experience

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to the school and are committed to the success of students. They have ensured that the school meets its statutory obligations well, including those for safeguarding students and monitoring equality of opportunity.

The effectiveness of the school's engagement with parents and carers is good because it regularly seeks their views and ensures that they are informed about school improvement. Participation at school events and parent forums is high and they make an active contribution in shaping school improvement, for example in the recent review of the 'Behaviour for Learning' policy. Parents and carers feel well-informed by the school.

The school's arrangements for safeguarding students fully meet requirements. Systems are robust and have been enhanced by a thorough understanding of the specific needs of individuals and how outside agencies can help in meeting these needs. Much effort has resulted in the effective promotion of equal opportunity, in particular for those with disabilities resulting in a school that is demonstrating a good contribution to community cohesion.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The large number of parents and carers who responded to the questionnaire have an overwhelmingly positive view of the school. They answered most questions positively. Very few negative comments were received. The largest category of negative response was around the extent to which the school helped students to have a healthy lifestyle although the number of parents and carers who disagreed represented a very small minority. Overall, inspection findings supported the very large majority of parents and carers, including that the school does a good job of

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helping students to have a healthy lifestyle.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broadland High School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection received 172 completed questionnaires by the end of the on-site inspection. In total, there are 698 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	35	100	58	9	5	3	2
The school keeps my child safe	62	36	98	57	4	2	3	2
The school informs me about my child's progress	41	24	112	65	12	7	1	1
My child is making enough progress at this school	47	27	97	56	17	10	0	0
The teaching is good at this school	42	24	110	64	7	4	0	0
The school helps me to support my child's learning	45	26	96	56	21	12	2	1
The school helps my child to have a healthy lifestyle	21	12	112	65	27	16	2	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	42	24	104	60	12	7	1	1
The school meets my child's particular needs	37	22	111	65	13	8	1	1
The school deals effectively with unacceptable behaviour	37	22	98	57	19	11	6	3
The school takes account of my suggestions and concerns	28	16	96	56	18	10	2	1
The school is led and managed effectively	56	33	98	57	7	4	1	1
Overall, I am happy with my child's experience at this school	63	37	92	53	9	5	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 November 2011

Dear Students

Inspection of Broadland High School, Norwich, NR12 8QN

As you will remember, I visited your school earlier this week with three other inspectors. We met many of you, visited your classes, looked at your work and many other aspects of the running of the school. Throughout this you were courteous, helpful and keen to talk with us. Thank you – your school has many strengths and one of them is you.

We decided that your school is a good one and it is improving. This is what the vast majority of your parents and carers also told us. You told us that you enjoy your time at school and that you feel safe, and we agreed. Being a good school means that most of you do well, better than expected, by the time you leave. But it also means that the school can do more to improve further. The headteacher and her team know this, and much of the work is already in progress.

We have asked the school to work on two broad areas. The first is to improve the amount of teaching that is outstanding. One of the ways that this can be done is to identify where the very best practice is and to share it better. The second area is to make sure that English and mathematics are included in all subjects, for example by correcting spelling and grammar in all homework.

However the school can only do so much by itself – the rest is down to you. So far you have improved your attendance and your behaviour and appetite for learning are good. Most of you work well in lessons and you are keen to question and learn. These are vital skills for your education and you need to keep them up. Remember that it is **your** education – make the most of it and above all enjoy it.

I wish you all well, and thank you once again.

Yours sincerely

Ian Seath
Her Majesty's Inspector

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